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**THE IMPLEMENTATION OF PEDAGOGICAL COACHING:
A STUDY OF SCHOOL IMPROVEMENT SPECIALIST COACHES**



WAN NORHASMA BINTI WAN HASSAN

**DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
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**THE IMPLEMENTATION OF PEDAGOGICAL COACHING:
A STUDY OF SCHOOL IMPROVEMENT SPECIALIST COACHES**



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**A Thesis submitted to the Awang Had Salleh Graduate School of Arts and
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Awang Had Salleh
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Abstract

Pedagogical coaching is a new practice in the Malaysian education system. Under the Malaysian Education Blueprint, it has been placed under the responsibility of the School Improvement Specialist Coaches. Previous studies in this area had been on coaching practices in general, correlating to the process of mentoring and not specifically on pedagogical coaching. The study delves into the perceptions of teachers, coaches and school administrators regarding pedagogical coaching. This study aims to gain an insight into the experiences of individuals involved in pedagogical coaching practices. The researcher has studied the knowledge, understanding, and views of participants on the implementation of pedagogical coaching, which are closely related to their professional practices. This qualitative study employs purposive sampling involving six participants consisting of three school coaches, two teachers, and a school administrator. Data were obtained through interviews, observations, and journal reflection, and analyzed based on thematic analysis using ATLAS-ti software. Trustworthiness of the study was done through member checking, triangulation of methods, audit trail and thick description. The findings of the study showed that participants have similar perceptions on the coaching practices in schools, which were related to their understanding and actions to be taken on the coaching practices. The sub-themes were formed based on the data analysis. The three emerging themes were identified as: The methods of coaching; Impact of coaching; and Coaching readiness. A framework for best practices in pedagogical coaching (PeCof) has been proposed to guide on how affective pedagogical practice can be implemented in schools. It supports the New Narrative Practice of Education 2019, which promotes the capacity building of teachers as to change the trend of self-professional development to the professional support. In addition it also encourages Professional Learning Community among education practitioners. This practice will give positive impact in the professional development for teachers and schools as intended by the Ministry of Education Malaysia.

Keywords: Pedagogical coaching, School improvement specialist coaches, Professional development

Abstrak

Bimbingan pedagogi merupakan suatu amalan bimbingan yang baharu di dalam sistem pendidikan Malaysia. Di bawah Pelan Pembangunan Pendidikan Malaysia, ianya dipertanggungjawabkan kepada Jurulatih Pakar Pembangunan Sekolah. Fokus kajian-kajian yang lepas kebanyakannya adalah tentang bimbingan secara umum ataupun yang berkait rapat dengan pementoran dan ianya tidak khusus mengkaji tentang bimbingan pedagogi. Persoalan kajian ini adalah berkaitan dengan persepsi guru-guru, jurulatih pakar dan pentadbir sekolah terhadap amalan bimbingan pedagogi. Kajian ini bertujuan untuk mendapatkan gambaran mengenai pengalaman ketiga-tiga pihak tersebut yang terlibat dalam amalan bimbingan pedagogi. Secara khususnya penyelidik telah mengkaji tentang sejauh mana pengetahuan, pemahaman dan pandangan peserta kajian tentang pelaksanaan bimbingan yang berkait rapat dengan amalan profesional mereka. Kajian berbentuk kualitatif yang menggunakan persampelan bertujuan telah melibatkan enam orang peserta yang terdiri dari tiga orang jurulatih sekolah, dua orang guru dan seorang pentadbir sekolah. Data kajian diperolehi melalui temu bual, pemerhatian dan refleksi jurnal. Data yang diperolehi juga telah dianalisis secara bertema menggunakan perisian ATLAS.ti. Kebolehpercayaan kajian dilakukan melalui pemeriksaan oleh rakan, triangulasi kaedah, jejak audit dan deskripsi mendalam. Dapatan kajian telah menunjukkan semua peserta kajian mempunyai persepsi yang sama tentang amalan bimbingan di sekolah, yang berkaitan dengan apa yang mereka faham dan apa yang perlu amalkan dalam bimbingan tersebut. Sub-sub tema telah diperolehi melalui analisis data yang dijalankan. Tiga tema utama yang dikenalpasti adalah: Kaedah bimbingan; Impak bimbingan; dan Kesediaan bimbingan. Berdasarkan dapatan kajian, satu kerangka kerja amalan terbaik bimbingan pedagogi (PeCof) telah dicadangkan sebagai panduan bagaimana amalan bimbingan pedagogi berkesan dilaksanakan di sekolah. Kerangka ini menyokong Naratif Baru Amalan Pendidikan 2019, yang mempromosikan pembangunan kapasiti guru-guru untuk mengubah trend pembangunan sendiri kepada sokongan profesional. Ia juga menggalakkan Komuniti Pembelajaran Profesional dalam kalangan warga pendidikan. Amalan ini akan dapat memberikan impak yang positif terhadap pembangunan profesionalisme guru-guru dan juga sekolah secara amnya seperti yang dihasratkan oleh Kementerian Pendidikan Malaysia.

Kata kunci: Bimbingan Pedagogi, Jurulatih Pakar Pembangunan Sekolah, Pembangunan Profesionalisme

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List of Abbreviations

4C1V	: Collaboration, Communication, Creativity, Critical Thinking, Value
ATLAS.ti	: Archive of technology, Life world & Language; Text Interpretation
CoP	: Community of Practice
CPD	: Continuing Professional Development
DTP	: District Transformation Program
ELITE	: Education Leadership and Instructional Team
FLOW	: Find, Liberate, Outstand, Wake
FUEL	: Frame, Understand, Explore, Lay
GROW	: Goal, Reality, Option, Will
HOTS	: Higher Order Thinking Skills
JPN	: Jabatan Pendidikan Negeri
KBAT	: Kemahiran Berfikir Aras Tinggi
KSSM	: Kurikulum Standard Sekolah Rendah
KSSR	: Kurikulum Standard Sekolah Menengah
MEB	: Malaysia Education Blueprint
MOE	: Ministry of Education
MP4	: Moving Picture Expert Group
NPQEL	: National Professional Qualification for Executive Leadership : Training & Assessment
OSKAR	: Outline, Scaling, Know-how, Affirm & Action
OUM	: Open University Malaysia
PBD	: Pentaksiran Bilik Darjah
PD	: Professional Development
PLC	: Professional Learning Community
PPD	: Pejabat Pendidikan Daerah
PPPM	: Pelan Pembangunan Pendidikan Malaysia
SIPartner+	: School Improvement Partner
SISC+	: School Improvement Specialist Coaches
SK	: Sekolah Kebangsaan
SMK	: Sekolah Menengah Kebangsaan
SML	: School Middle Learner
SPM	: Sijil Pelajaran Malaysia
UPM	: Universiti Putra Malaysia
UUM	: Universiti Utara Malaysia

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Education in Malaysia, which is referring to the National Education Philosophy is a long-term process and also an on-going effort to develop the potential and values of individuals in integrated and a holistic manner. The aim is to produce the new generation who are skillful and balanced in terms of emotionally, intellectually, physically, and spiritually. The inspiration is to develop the new Malaysian who are competent, knowledgeable, and capable enough to possess high moral standards. In the future, this generation will become the assets for the country as the high achieving level of personal and hoping that they will contribute to the national development as a whole.

The latest effort done by the Ministry of Education (MOE) is the Malaysia Education Blueprint (MEB) 2013-2025 or “Pelan Pembangunan Pendidikan Malaysia (PPPM)” through the National Transformation Program and the District Transformation Program (DTP) will lead and provide the overall of our educational system towards the twenty-first century level of learning and the world-class of education to put Malaysia in line with the neighbouring countries and other developed countries in the world. The impact of development and globalization of the knowledge-based economy

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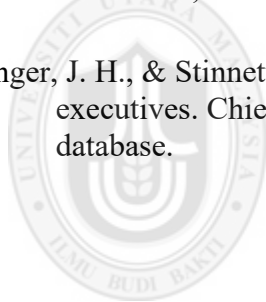
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APPENDICES

Appendix A

Date :

Director,
State Education Department.

Dear Sir,

REQUEST FOR CONSENT TO CONDUCT RESEARCH.

I am a doctoral student in the School of Education and Modern Languages at the *Universiti Utara Malaysia*. My research topic is, *The Implementation of Pedagogical Coaching: A Study of The School Improvement Specialist Coaches* under the supervision of Prof. Dr. Nurahimah Mohd. Yusoff. I am conducting a research study to explore the how far the implementation and practice of coaching in schools among the coaches, school administrators and the teachers in school.

In order to conduct this research, I am requesting for your permission to contact a few District Education Office and schools in the state. Coaches, school administrators and teachers within the particular education office and schools would be asked to participate in the interviews and journal writing. In addition, teacher participation would be voluntary and anonymous, which will help encourage their participation.

Your support and favorable response to this request is greatly appreciated. I look forward to carry out this research in this effort to enhance our understanding on pedagogical coaching within the context of school wide professional development. I am available at wnhasma@yahoo.com or (012-9867700) should you have any questions of me.

Thank you.

Sincerely,

(Wan Norhasma Wan Hassan)

INTERVIEW GUIDING QUESTIONS
Interview Questions for Coach Participant

Adapted questions from the study done by Tantalo (2017) on the preparation and readiness in doing interview in schools in 2018/2019.

Name/ Participant:
(optional)

1. What is your work experience as a pedagogical coach?
2. Do you think school teachers seek out for the coaches?
3. Describe your experience when working with school teachers.
4. What topics are discussed during the coaching process?
5. Tell me a story about a time when you felt the information discussed in coaching meeting was implemented back at school?
6. Tell me a story about a time when you felt coaching helped the school teachers with an issue?
7. Tell me a story about a time when you felt that the coaching process had an impact on the teachers' practices?
8. What changes have you noticed with the teachers through the coaching process?
9. Is there anything in the coaching process you would like to have changed? If so, what?
10. Do you have any final thoughts or comments about your experience with coaching a school teacher?

INTERVIEW GUIDING QUESTIONS
Interview Questions for Administrator Participant

Adapted questions from the study done by Tantalo (2017) on the preparation and readiness in doing interview in schools 2018/2019.

Name/ Participant:
(*optional*)

1. How long have you been a primary/secondary school administrator?
2. How would you describe the role of the school principal to someone?
3. What professional learning opportunities did you engage in to help with your role as a school administrator?
4. Why did you feel you needed a coach?
5. Why did you think your school teachers needed a coach?
6. What is your opinion on coaching?
7. What is your opinion on the overall coaching process in your school?
8. Was there a time when there was conflict between your school teachers and their coaches?
9. What pedagogical changes have you noticed in your teachers after the coaching process?
10. Is there anything in the coaching process in your school that you would like to have changed? If so, what?
11. Do you have any final thoughts or comments about your experience with coaching?

INTERVIEW GUIDING QUESTIONS
Interview Questions for Teacher Participant

Adapted questions from the study done by Petersen (2015) on the preparation and readiness in doing interview in schools in 2018/2019.

Name/ Participant:
(*optional*)

1. Tell me about your overall experience being coached?
2. Tell me about your first meeting with your coach?
3. Did the experience of being coached impact you or your practices in teaching?
4. Did the coaching experience impact any aspect of your role as a teacher? If so, in what ways?
5. What changes do you associate with the coaching experience? (Personal performance, school culture, instruction, relationships at school, district, personal)
6. Other than the coach, what other factors impacted your coaching experience?
7. How did your experience of being coached impact others? In what ways were they impacted?
8. What have you learned as a result of the coaching experience?
9. Looking back on your coaching experience, are there any areas that you would have liked to be coached in that were not covered in enough detail or at all?
10. Have you shared all that is significant in regard to your coaching experience?

JOURNAL PROTOCOL FORM

Participant Journal Entry Questions (Teacher)

Adapted questions from the study done by Snipes (2017) on the preparation and readiness for the participant in doing the journal reflection in primary/secondary schools in 2018/2019.

Name/ Participant: Date:

 (optional)

Think about the interactions between you and your instructional coach, (a) Elaborate on the various interactions between you and your coach that may have positively impacted or created barriers to your instructional process? (b) Describe how these interactions have influenced your feelings about your abilities to successfully improve student performance outcomes? (c) Describe how these interactions have influenced your feelings about your professional teaching capabilities? (d) What differences have you noticed in your instructional process? (e) What do you attribute these changes to and how do you feel about them? (f) What differences have you noticed in your beliefs regarding the coaching processes, and (g) What do you attributed positive and/or negative shifts in your view of coaching culture in school?



Participant Journal

Thank you for sharing your experiences. Below you will find several guiding questions that will aid you with your journaling. Think about your interaction between you with your pedagogical coach as you discuss the following items.

Participant ID/ Name

Your answer

Date

Date

mm/dd/yyyy

Elaborate on the various interactions between you and your coach that may have positively impacted or created barriers to your instructional process?

Your answer

Describe how these interactions have influenced your feelings about your abilities to successfully improve student performance outcomes?

Your answer

Describe how these interactions have influenced your feelings about your professional teaching capabilities?

Your answer

What differences have you noticed in your instructional process?

Your answer

What do you attribute these changes to and how do you feel about them?

Your answer

What differences have you noticed in your beliefs regarding your students learning abilities?

Your answer

To what do you attributed positive and/or negative shifts in your view of student learning?

Your answer

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JOURNAL PROTOCOL FORM

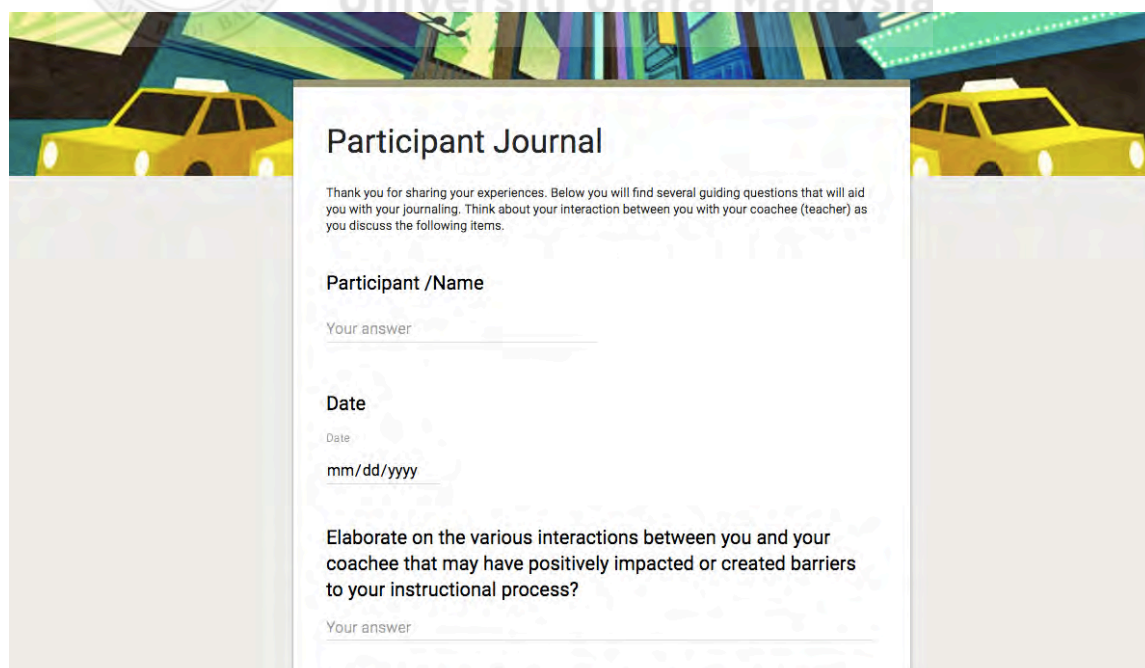
Participant Journal Entry Questions (Coach)

Adapted questions from the study done by Snipes (2017) on the preparation and readiness for the participant in doing the journal reflection in primary/secondary schools in 2018/2019.

Name/ Participant: Date:

 (optional)

Think about the interactions between you and your *coachee* (teacher), (a) Elaborate on the various interactions between you and your *coachee* that may have positively impacted or created barriers to your instructional process? (b) Describe how these interactions have influenced your feelings about your abilities to successfully improve teacher's performance outcomes? (c) Describe how these interactions have influenced your feelings about your professional coaching capabilities? (d) What differences have you noticed in your instructional process? (e) What do you attribute these changes to and how do you feel about them? (f) What differences have you noticed in your beliefs regarding the coaching processes, and (g) What do you attributed positive and/or negative shifts in your view of coaching culture in school?



Participant Journal

Thank you for sharing your experiences. Below you will find several guiding questions that will aid you with your journaling. Think about your interaction between you with your coachee (teacher) as you discuss the following items.

Participant /Name

Your answer _____

Date

Date
mm/dd/yyyy _____

Elaborate on the various interactions between you and your coachee that may have positively impacted or created barriers to your instructional process?

Your answer _____

Describe how these interactions have influenced your feelings about your abilities to successfully improve teacher's performance outcomes?

Your answer

Describe how these interactions have influenced your feelings about your professional coaching capabilities?

Your answer

What differences have you noticed in your instructional process?

Your answer

What do you attribute these changes to and how do you feel about them?

Your answer

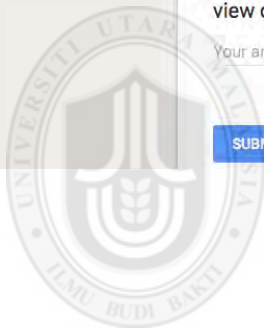
What differences have you noticed in your beliefs regarding the coaching processes in school?

Your answer

What do you attributed positive and/or negative shifts in your view of coaching culture in school?

Your answer

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OBSERVATION CHECKLIST

Adapted questions from the study done by Snipes (2017) on the preparation and readiness for doing the observation in primary/secondary schools in 2018/2019.

Date : Time : Location :
 Pedagogical Coach :
 Teacher :

Directions: The researcher will take field notes during all three segments of the instructional coaching process, as outlined below.

Pre-Observation Conference

Instructional Focus	
<input type="checkbox"/> classroom management <input type="checkbox"/> content <input type="checkbox"/> instruction, <input type="checkbox"/> assessment <input type="checkbox"/> Other:	
Descriptive Notes (Behavior):	Reflective Notes (Comments):
Coaching Criteria	
Descriptive Notes (Behavior):	Reflective Notes (Comments):
Collaborative Planning	
<input type="checkbox"/> Review of lesson objectives <input type="checkbox"/> Specific instructional outcomes (What are the students going to learn?) <input type="checkbox"/> Instructional Standards <input type="checkbox"/> Connection between objectives and the lesson <input type="checkbox"/> Facilitation/Reinforcement of PLC <input type="checkbox"/> Pacing Alignment <input type="checkbox"/> Other:	
Descriptive Notes (Behavior):	Reflective Notes (Comments):
Professional development activities	
<input type="checkbox"/> Suggested professional development activities <input type="checkbox"/> Demonstration of Lesson/Activity/Strategy <input type="checkbox"/> Provided one-on-one training (<i>Specify topic</i>) <input type="checkbox"/> Other:	
Descriptive Notes (Behavior):	Reflective Notes (Comments):

Classroom Observation

Content	
Instructional materials	
<input type="checkbox"/> Films, websites, and other audiovisual materials <input type="checkbox"/> Technology Usage <input type="checkbox"/> Appropriateness of handouts (<i>number, subject, age, and grade</i>) <input type="checkbox"/> Assistance plan for using text <input type="checkbox"/> Provision of instructional resources (<i>Specify</i>) <input type="checkbox"/> Other:	
Descriptive Notes (Behavior):	Reflective Notes (Comments):
Instruction	
Structure of the lesson	
<input type="checkbox"/> The opening of class gained the students attention. <input type="checkbox"/> Agenda <input type="checkbox"/> Pacing of instructional delivery <input type="checkbox"/> Instructional delivery (instructor introduced topic, stated goals; presented material or activity effectively, summarized the lesson, and gave an assignment or suggested an idea to consider before next class) <input type="checkbox"/> Voice tone/inflection <input type="checkbox"/> Emphasis on key points and important information <input type="checkbox"/> Clarity/Accuracy of information <input type="checkbox"/> Use of examples, metaphors, and analogies when appropriate. <input type="checkbox"/> Thought provoking teacher input <input type="checkbox"/> Connections to student's daily life. (<i>Give examples in comments</i>) <input type="checkbox"/> Other:	
Descriptive Notes (Behavior):	Reflective Notes (Comments):
Instructional Strategies	
<input type="checkbox"/> Assignment Rigor <input type="checkbox"/> Student engagement <input type="checkbox"/> Timing of lesson <input type="checkbox"/> Strategies for developing critical thinking <input type="checkbox"/> Use of questioning strategies <input type="checkbox"/> Other:	
Descriptive Notes (Behavior):	Reflective Notes (Comments):
Differentiation	
<input type="checkbox"/> Student Choice <input type="checkbox"/> Emotional, physical, and intellectual needs of students are met <input type="checkbox"/> Awareness of students' prior learning and experience. <input type="checkbox"/> "Real world" applications to learning <input type="checkbox"/> Connection of course goals to students' personal goals, or societal concerns. <input type="checkbox"/> Other:	

Descriptive Notes (Behavior):	Reflective Notes (Comments):
Learning Environment	
<input type="checkbox"/> Connection with course content. <input type="checkbox"/> Student engagement tactics <input type="checkbox"/> Familiarity with students <input type="checkbox"/> Use of humor <input type="checkbox"/> Participative atmosphere of the classroom <input type="checkbox"/> Physical climate (conducive to learning) <input type="checkbox"/> Display of student work <input type="checkbox"/> Other:	
Physical Layout	
Descriptive Notes (Behavior):	Reflective Notes (Comments):
Classroom Management	
Students response to learning	
<input type="checkbox"/> Cues of boredom, confusion. <input type="checkbox"/> Encouraged or discouraged questions (<i>dissension</i>). <input type="checkbox"/> Students opportunities for classroom discussion (<i>verbally or inwriting</i>). <input type="checkbox"/> Other:	
Descriptive Notes (Behavior):	Reflective Notes (Comments):
Students supports/interventions	
<input type="checkbox"/> There are students not motivated or unable to follow the class. <input type="checkbox"/> The instructor shows favoritism towards a student or group of students. <input type="checkbox"/> Students are able to see visual aids and hear recordings. <input type="checkbox"/> There is one student/group that dominated the discussion and hindered others' participation? <input type="checkbox"/> Other:	
Descriptive Notes (Behavior):	Reflective Notes (Comments):
Assessment	
<input type="checkbox"/> Assessment matches objective exactly <input type="checkbox"/> Somewhat matches the objective <input type="checkbox"/> Does not match objective <input type="checkbox"/> Some students master concept <input type="checkbox"/> Majority of students do not master the concept	
Descriptive Notes (Behavior):	Reflective Notes (Comments):

Post-Observation Conference

Self-reflection	
<input type="checkbox"/> Teacher observations <input type="checkbox"/> Student learning assessment <input type="checkbox"/> Positive Attributes of Lesson <input type="checkbox"/> Opportunities for Improvement <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> Other:	
Descriptive Notes (Behavior):	Reflective Notes (Comments):
Plan of Action	
<input type="checkbox"/> Suggestions/Areas of Need <input type="checkbox"/> Plans for improving learning <input type="checkbox"/> Other:	
Descriptive Notes (Behavior):	Reflective Notes (Comments):
Administrative Activities	
<input type="checkbox"/> Paperwork completion <input type="checkbox"/> Requested intervention (<i>Specify</i>) <input type="checkbox"/> Other:	
Descriptive Notes (Behavior):	Reflective Notes (Comments):

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STUDY_1 - Edited

Quotation from Selection Add Coding Code in Vivo Quick Coding

Documents: 6: Transcript_Administrator.docx Quotations: No Selection Codes: No Selection Memos: No Selection

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Comment

Tags: Experienced administrator, Experienced administrator, Decision maker, Responsibilities, Sharing experience, Have vision

Status: Created: February 20, 2019 WAN NORHASMA Changed: February 20, 2019 WAN NORHASMA

INTERVIEW TRANSCRIPT (ADMINISTRATOR)

Interviewer: Assalamualaikum and good morning Madam Nik. How are you today?

Respondent: Waalaikumussalam... morning Pn Wan, I'm fine.. alhamdulillah.

Interviewer: Okay.. very nice to hear that. Now let us begin with the first question.. Madam Nik, could you please tell me of how long have you been a primary school administrator?

Respondent: Ohh.. it was a long time ago when I started to be a teacher....more than thirty years back.. (laughing).. Hmm...let me think, it was 1981.. yes it has been...wow almost 38 years now... as a school administrator starting for almost fifteen years I guess. After that I had been appointed as the headmistress starting October 2015...yes, almost 4 years now.

Interviewer: So, how would you describe the role of the school administrator to someone?

Respondent: Having all the ups and downs being one of the..not to say the top person but administrating the administrators for such a long time.. I would rather say that, being the top most person is not that good... it's not that happy..ummm to be frank with you if I would have known that the task is such, I wouldn't have gone for the NPQEL...yes.. because I'd rather be the second person because for me when you're on top, all the burden is on your shoulder and also your head, but when you are only assisting..aaa.. the top person will still have...I mean making decision...yes the decision making will be on the top person.. and all the responsibilities will be split up.. you will get the second, I mean the middle empowerment and not the full one... you are totally will be full responsible, and like now being like a safeguard to quite a big school with 60 teachers, another 15 for KAFA and 800+ students.

Interviewer: Alright...about professional learning opportunities, ...did you engage in to help with your role as a school administrator?

Respondent: Yes.. of course. That was one of the tough task that you have to managing and also being the peer tutorial and also with this professional learning communities some more... you have to be the role model for everybody in the school, for the teachers, for the workers, to the staff and as well as for the pupils. So, when you put yourself as a role model meaning that you have to be well equipped with everything...you can't afford to make a single mistake even... but as a human being, you are bound to make mistake.. so really need to make myself well equipped to help the teachers in order for them to excel. I want them to

Show All Quotations

STUDY_1

Quotation from Selection Add Coding Code in Vivo Quick Coding

Documents: 4: Participant Journal (T).docx Quotations: No Selection Codes: No Selection Memos: No Selection

Document 4: Participant Journal (T).docx

Participant Journal

Thank you for sharing your experiences. Below you will find several guiding questions that will aid you with your journaling. Think about your interaction between you with your pedagogical coach as you discuss the following items.

Participant ID/ Name
Heriana

Elaborate on the various interactions between you and your coach that may have positively impacted or created barriers to your instructional process?

When I first entered teaching profession, I was assigned to a senior teacher as a coach. He helped me to get to know more about school communities, the dos and don'ts at that particular school. It positively impacted my teaching career as it made me felt welcome and appreciated as a new member of the organisation. Most importantly, I was able to be more confident and performed well as a teacher.

Describe how these interactions have influenced your feelings about your abilities to successfully improve student performance outcomes?

As I became more confident, I adapted well at school, thus it helped me to performed better in teaching. When facing difficult student, I didn't flip since I had been coach by my mentor. So, I didn't give up easily in improving my students' performance.

Show All Quotations

Codes (48): Acceptance, Acceptance and rejection, Administrator's role, Appreciation, Approach, Attitude, Awareness, Challenging, Challenging for teacher, Coaching element, Collaboration, confident, Differentiated, Determination, Encouragement, Improving, Improvised, Instructional, Lesson impacts, Limited materials, Meaning of coaching, Meaningful, Misunderstanding the concept, Motivating, Need, Need for improvement, non-optionist teachers, Objectives achieved, Pedagogical skill

Approach, Positive impact, confident, Motivating

STUDY1

Quotation from Selection Add Coding Code in Vivo Quick Coding

Hide Documents 3: Observation coaching.pdf Quotations No Selection Codes No Selection Memos No Selection

Transcript_Coach.docx Participant Journal.docx Observation coaching.pdf

STUDY1

Documents (6)

- 1 Transcript_Coach.docx 34
- 2 Participant Journal.docx 12
- 3 Observation coaching.pdf 26
- 4 Participant Journal (T).docx 10
- 5 Transcript_Teacher.docx 10
- 6 Transcript_Administrator.docx 10

Codes (48)

- Acceptance 2
- Acceptance and rejection 1
- Administrator's role 1
- Appreciation 1
- Approach 7
- Attitude 2
- Awareness 2
- Challenging 3
- Challenging for teacher 3
- Coaching element 5
- Collaboration 2
- confident 2
- Differentiated 1
- Determination 1
- Encouragement 1
- Improving 1
- Improvised 3
- Instructional 2
- Lesson impacts 2
- Limited materials 3
- Meaning of coaching 1
- Meaningful 1
- Misunderstanding the concept 1
- Motivating 1
- Need 1
- Need for improvement 2
- non-optonist teachers 1
- Objectives achieved 1
- Pedagogical skill 1

Directions: The researcher will take field notes during all three segments of the instructional coaching process, as outlined below.

Pre-Observation Conference

Instructional Focus

☒ classroom management

☒ content

☒ instruction,

☒ assessment

☐ Other:

Descriptive Notes (Behavior): **Reflective Notes (Comments):**

Instructional Coaching

Coaching Criteria

Descriptive Notes (Behavior): **Reflective Notes (Comments):**

Collaborative Planning

☒ Review of lesson objectives

☒ Specific instructional outcomes (What are the students going to learn?) *learning objectives*

☒ Instructional Standards

☒ Connection between objectives and the lesson

☐ Facilitation/Reinforcement of PLC

☐ Pacing Alignment

☐ Other:

Descriptive Notes (Behavior): **Reflective Notes (Comments):**

coach guide/help coachee in preparing the lesson.

Professional development activities

☒ Suggested professional development activities

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STUDY1

Quotation from Selection Add Coding Code in Vivo Quick Coding

Hide Documents 1: Transcript_Coach.docx Quotations No Selection Codes No Selection Memos No Selection

Transcript_Coach.docx Participant Journal.docx

STUDY1

Documents (6)

- 1 Transcript_Coach.docx 34
- 2 Participant Journal.docx 12
- 3 Observation coaching.pdf 26
- 4 Participant Journal (T).docx 10
- 5 Transcript_Teacher.docx 10
- 6 Transcript_Administrator.docx 10

Codes (48)

- Acceptance 2
- Acceptance and rejection 1
- Administrator's role 1
- Appreciation 1
- Approach 7
- Attitude 2
- Awareness 2
- Challenging 3
- Challenging for teacher 3
- Coaching element 5
- Collaboration 2
- confident 2
- Differentiated 1
- Determination 1
- Encouragement 1
- Improving 1
- Improvised 3
- Instructional 2
- Lesson impacts 2
- Limited materials 3
- Meaning of coaching 1
- Meaningful 1
- Misunderstanding the concept 1
- Motivating 1
- Need 1
- Need for improvement 2
- non-optonist teachers 1
- Objectives achieved 1
- Pedagogical skill 1

INTERVIEW TRANSCRIPT (COACH)

Interviewer Hello Mdm Kho, thank you so much for this meeting today.

Respondent Hello, It's my pleasure to help.

Interviewer Well, let's begin with the first question. Mdm Kho, will you please tell me your work experience as a pedagogical coach?

Respondent Alright, since 2014 I find it's quite challenging because when we coach... aa, teachers especially, aaa... we dealt with adults compared to the school children. So that, when it comes with adult meaning that we have to deal with their perceptions...

Interviewer Okay...

Respondent With their... the way of thinking, the way of work...

Interviewer Attitude...?

Respondent Attitude...yes, the main problem is actually how to deal with the attitude of the teachers.

Interviewer Okay...well do you think school teachers seek out for coaches? Do you think they really need coaches or...

Respondent Alright, I think hear depends on the district I think. Alright, when it comes to our district here, aa...I can say that aa... in the beginning when our...when our aa when SISC+ aaa, introduce to schools...aaa... for the first two years I think aaa..., we can see...aaa... rejections! Aaa...rejection from the teachers because it's actually they don't really understand what is our taskalright, but latter on when they see on their ownand the they ... some of them is actually experience with us... aaa... mix with us... aaa... later on I can see that for the last two years...aaa... they aaa, they are more open, alright, they are more open and they, ... they are quite actually the invitation from the school, for us to go there. Alright and really to help and even they say that okay, please come....even that we say... it's okay you can go on yourself, we don't have to come anymore...but they still ask no... please, please come... it's quite good...ya.

Challenging

Attitude

Rejection

Acceptance

Need

Misunderstanding

Show All Quotations

